

EDUCATION



THE UTAH STATE BOARD OF EDUCATION
Report to Legislative Committee

Dropout Prevention and Recovery

October 2017

Lillian Tsosie-Jensen
Educational Coordinator
lillian.tsosie-jensen@schools.utah.gov

Leah Voorhies
Assistant Superintendent of Student Support
leah.voorhies@schools.utah.gov

Dropout Prevention and Recovery

STATUTORY REQUIREMENT

U.C.A. Section 53A-15-1903 requires the Utah State Board of Education to submit an annual report to the Education Interim Committee on dropout prevention and recovery provisions including a summary of dropout prevention and recovery services provided by LEAs.

EXECUTIVE SUMMARY

All local education agencies (LEA) provide support and programs for students who have dropped out or are at-risk of dropping out.

BACKGROUND

53A-15-1903, requires the Utah State Board of Education (USBE) to report on or before October 31, 2017, and each year thereafter, on dropout prevention and recovery provisions, including a summary of the reports LEAs are required to submit. The report LEAs are required to submit includes information on:

- the methods the LEA or third party uses to engage with or attempt to recover designated students;
- the number of designated students who enroll in a program
- the number of designated students who reach the designated students' attainment goals; and
- funding allocated to provide dropout prevention and recovery services.

METHODOLOGY

USBE surveyed LEAs to gather the information required in 53A-15-1903 and described above. LEAs are authorized to count a student who graduates on or before September 30 of the following school year for purposes of determining the graduation rate from the previous year. As a result, 2015-2016 school year data was used to meet the requirements of code. The limitations of the data used including self-reported data or misreported data.

FINDINGS

Based on the survey we conducted, we found that:

- All LEAs provide support and programs for students at-risk of dropping out and students who are at-risk of dropping out, which is defined in Board Rule as a student with:
 - low academic performance, as measured by grades, test scores, or course failure;
 - (b) poor behavior, as measured by office disciplinary referrals, suspensions, or expulsions; and

- absenteeism, whether excused or unexcused absences, and including days tardy and truant (Subsection R277-606-1(10)).
- Thirty-seven percent of the LEAs surveyed, work with a third party provide to support students who have dropped out other at-risk of dropping out.
- Seventy-eight percent (7477 of 9599) of students who have dropped out or at-risk of dropping out entered into a recovery program.
- Sixty percent (4394 of 7477) of the students who have dropped out or at-risk of dropping out reached the attainment goal.
 - "Attainment goal" means earning:
 - a high school diploma;
 - a Utah High School Completion Diploma, as defined in State Board of Education rule;
 - an Adult Education Secondary Diploma, as defined in State Board of Education rule; or
 - an employer-recognized, industry-based certificate that is:
 - likely to result in job placement; and
 - included in the State Board of Education's approved career and technical education industry certification list.
- No funding is allocated to LEAs for the sole purpose of dropout prevention and recovery services. However, there are grants, related legislative pass-through funding for LEAs to apply for to support students who have dropped out or at-risk of dropping out. Also, in the 2016 general session, \$160,000 was appropriated for this purpose. The request for proposals has been published and USBE is in the process of finalizing the award to a third party provider.
- In fiscal year 2016, LEAs collectively allocated close to \$2 million to contract with third party providers to deliver support to students who have dropped out or at-risk of dropping out.
- The methods LEAs or third party use to engage with or attempt to recover designated students varies from competency-based to computer-based services. However, the major of services to designated students are computer-based services.

CONCLUSION

Moving forward, USBE will be gathering the data in a more systematic way to offer better reliability and validity.